DOCUMENT RESUME

ED 333 395 CS 212 684

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TITLE Organizing the Classroom for an Expansive Reading Curriculum. Learning Package No. 29.
INSTITUTION Indiana Univ., Bloomington. School of Education.
PUB DATE 90
NOTE 48p.; For other learning packages in this series, see CS 212 656-705.
AVAILABLE FROM Learning Packages, ERIC/RCS, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($14.00).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Collected Works - General (020)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Class Activities; *Classroom Environment; *Classroom Techniques; Curriculum Development; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Instructional Effectiveness; Integrated Activities; Learning Processes; *Reading Programs; Reading Writing Relationship; Self Motivation; Teacher Student Relationship; Teaching Methods
IDENTIFIERS *Reading Motivation

ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on classroom organization for an expansive reading curriculum is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

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Learning Package #29

Organizing the Classroom for an Expansive Reading Curriculum

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OVERVIEW

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Organizing the Classroom for an Expansive Reading Curriculum

by Han-Hua Chao

Lecture

As teachers, it is normal for us to focus upon how instructional strategies and activities affect student learning. Therefore, we sometimes fail to take into account that how we allocate time, space, and learning materials plays just as important a role in the educational process. Attention to the effect of the classroom learning environment on children should not be confined to early childhood and informal elementary classrooms. By organizing materials, space, and time to meet learners' needs, we help make student learning meaningful, predictable, and efficient. Before we begin to discuss just what and how to organize, let's consider briefly why it is so important to create a rich and functional literacy environment in our classrooms.

A Rich and Functional Literacy Environment

Frank Smith (1983) has noted that there are three essential components for learning: an abundance of demonstrations around the learner, the learner's engagement with the demonstrations, and the learner's belief that he or she is able to learn. These components can be found in young children's oral language learning environment at home, as summarized by Nigel Hall (1987). There, youngsters are surrounded by adults and other children who demonstrate to them different uses and forms of oral

language; the young children retain, however, the major role in constructing their own knowledge of oral language. They naturally engage in those demonstrations for non-linguistic ends, and they pick up what is demonstrated to them through their attempts to create meanings in various social interactions. Ultimately, however, all their effortless learning of oral language is based upon their sensitivity to their own learning ability. The people surrounding them also respond to them as if they are appropriate users of language. They experience language holistically, and they learn to regulate many aspects of their lives through language. Additionally, they begin to understand that some aspects of their lives are regulated by others.

Lesley Mandel Morrow (1989) has described the home atmosphere of children who are readers before they come to school. Typically, they are encouraged by supportive parents and immersed in a rich literacy environment. Their parents read to them, help them write and read, and often read themselves. Various reading materials are kept in all rooms of these homes. The children engage in real reading and writing situations, taking for granted that learning is occurring.

However, the school environment purposefully eliminates these significant components of the learning process. What is demonstrated in school is the teacher's role as the initiator of and ultimate authority regarding all learning. Engagement in

interactions with other students is not encouraged. The only engagement that is expected is in independent study. Learning activities are not related to students' everyday lives, and therefore real functions and meanings are lacking. Learning becomes a chore, something done only in order to satisfy the teacher or to prepare for a test. What is worst is that because errors are corrected and comparison with other students are made, students learn to pay too much attention to what they **cannot** do well. They begin to deny their learning ability rather than continuing to appreciate what they can do. Smith (1983) has pointed out that this "expectation that learning will not take place or it will be difficult" may have a permanent effect throughout students' lives (p. 105).

A highly structured, organized, and robust classroom makes use of the advantages of a home literacy-learning environment. As described by Brian Cambourne and Jan Turbill (1987), the conditions of such a classroom are:

1. Immersion in books and in other forms of written language,
2. Demonstrations of how written language is used,
3. Expectations of being able to learn when learning is meaningful,
4. Responsibility for one's own learning,

5. Approximations of written language based on their own hypotheses,
6. Practice of literacy skills,
7. Engagement with the demonstrations made available, and
8. Responses between the more experienced and less experienced literacy users in a supportive, instructive and functional manner.

This kind of classroom setting makes learning within it predictable and meaningful because the setting and the activities that occur within it are organized and functional. Children who are immersed in literacy and are encouraged to engage with it across content areas come to value their own ability to read, speak, write, listen, and think. Children learn to use these skills for their own purposes, interests, and needs. Their learning is beyond textbook learning. They are self-motivated to learn, and they feel a sense of ownership of the learning process.

Key Concerns for Classroom Organization

Let's now consider several key concerns in organizing such a classroom environment. The first concern is the materials. In order to create an environment full of demonstrations of the meanings, uses, and forms of print, the teacher has to involve students in selecting and labeling objects and areas in the room. Students can help with such activities as identifying learning

centers, identifying individual working areas, labeling artifacts, and posting daily schedules, helper charts, and attendance charts. Students might also want to set up a bulletin board for announcing classroom events, and a message board for class members to use for sending greetings or communicating about ideas. Such boards give children a purpose for learning to read and write well.

An abundance of books, audio tapes, newspapers, magazines, and students' own stories have to be accessible in the classroom library and reading area. At the start of the year, provide five to eight books per child; the books should cover a wide range of reading levels. Replace about twenty-five books every two weeks, either with new books or with books used earlier. Different types of books should be included, such as picture story books, poetry, informational books, fairy tales, fables, and folklore. Supply multiple copies of the more popular books. Also, encourage students to bring books from home for sharing.

Pens, pencils, markers, crayons, chalk, and paper in a variety of types and colors should be available in students' writing areas. Unlined plain white paper and blank books are especially useful for students' creative experiments with various writing genres and styles. Materials for publishing student work should include extra paper, a punch, a stapler, construction paper, a pair of scissors, glue, and even a typewriter or word processor. As student writing is published, it should be set out to replace the

commercially-produced charts, pictures, or other materials put on display earlier in the school year. A reading folder and a writing folder can be started for each student to keep track of his or her progress. Other materials such as class journals, mailboxes, learning logs, diaries, puppets, and tape recorders should be made available as needed.

The second concern of classroom organization is the arrangement of the room to invite student engagement with the demonstrations around them. The floor plans suggested by Lesley Mandel Morrow (1989) and Jo-Ann Parry and David Hornsby (1985) are good examples of appropriate set-ups. Basic components of a literacy-rich classroom include a whole-class interaction area, several conference areas for small-group or teacher-student interactions, a classroom library with a reading area, a writing area, a drama area, and subject matter areas for art, mathematics, social studies, music, science.

For the whole-class area, the physical setting may include a comfortable carpet, or four to six tables with chairs. Each conference area may include a rug, or one table with four or five chairs. When children need to share their reading or writing, or when the teacher needs to talk to an individual child, they can make use of these areas. A readers' conference area should be set up near the library reading area for children who finish reading and wish to discuss what they have read. A writers' conference

area should be set up close to the writing area, so children can sit together and discuss drafts of their papers as they finish them.

All books in the library area should be shelved by categories based on the subject, author, or literature genre. Special books, daily newspapers, and magazines should be displayed attractively. A comfortable reading corner--furnished with a sofa or rug and pillows or stuffed animals--should be made available. A simple checkout system can be designed and managed by the class members to keep track of materials taken home; students should be allowed to take materials home for one to three days at a time.

A writing area requires a table, chairs and various stationery. It is best if the writing area is close to the classroom library, so that students can easily go back to read more when they need new ideas.

Although activities related to subject matter and drama should be set up in separate areas, you may wish to coordinate student work in these areas by focusing upon a theme, such as environmental protection. In the art area, students may want to collect pictures, posters or books on environmental protection and design their own posters calling people's attention to the importance of protecting nature. To learn about mathematics, you may want to suggest books that introduce the measurement of different types of pollution such as air pollution and water pollution.

For social studies, students may want to find out about the polluted areas in the local area or in their state. They should take notes about both the type of damage in these areas, and the historical or social causes of the damage. A map or a chart can be created to illustrate their findings by using the materials in the art area. Songs about environmental protection or about the beauty of the nature can be taught in the music area. Students may also be encouraged to compose songs by themselves.

For science study, students may do research on the chemical or physical processes of pollution damage. For example, they may see films, read books, and conduct experiments to explore the effects of acid rain. For drama, students could write a script which would explore their vision of a world poisoned by pollution. They could write, design, rehearse and perform this play for the class, school, or local community.

Tying together language arts with subject themes keeps material, activities, and the layout of learning areas updated and interrelated whenever a new theme is introduced. Additionally, because "(t)he arranged environment is never static, but always changing" Loughlin (1977) to meet the changing needs of the learners, it keeps students' learning meaningful, interesting, and full of practical purposes.

Time arrangement is the third concern in a literacy-rich environment. Every day, there should be sustained time available

for students to engage in literacy-related activities. Besides activity time, uninterrupted time for reading and writing is important. When students know they will be allowed to choose their reading and writing activities daily, they're more willing to read longer selections and plan their writing ahead. More importantly, students need time to think during the process of reading and writing. After covering all the materials in the textbook, many teachers find it difficult to squeeze in time for uninterrupted reading and writing. You'll find several classroom teachers' time-tables presented in the article by Andrea Butler and Jan Turbill (1984). These different time-tables reveal different arrangements; you and your students should decide what is best for your classroom.

A few words should be said about noise management in the more open environment of a literacy-rich classroom. Because social interactions are encouraged during whole-class discussion, small group learning, and individual conferences, some noise is to be expected. According to Kennith Goodman (1986), when the noise is not related to students' literacy learning and interaction, the teacher may need to help students re-establish their focus. Otherwise, some noise just must be accepted as part of a classroom emphasizing rich and functional literacy interactions.

In addition to the studies mentioned above, some of the discussion in this section was based upon the work of Dorothy S. Strickland and Lesley Mandel Morrow (1988), Jerome C. Harste,

Kathy G. Short, and Carolyn Burke (1988), and Jane Hansen (1987). Their emphasis on function, interaction, and ownership in the learning environment suggests that engagement in learning helps to make students confident and skilled in their language use. One thing has to be pointed out, however--there is no single "best" way to effectively organize a classroom. Decisions about the arrangement of a classroom should be based upon a continuing collaboration between the teacher and his or her students, and it should support their changing purposes, needs, and interests in learning literacy.

Many activities related to a theme can easily be conducted in the expanded reading classroom. If you're interested in using children's literature, drama, or language experience stories within such an environment, you may want to refer to the learning packages on "Encouraging Horizontal Expansion from the Reading Textbook" and "Expanding Thematic Units Beyond the Textbook." However, although instructional activities and strategies are very important, classroom planning and organization are also significant factors in encouraging literacy learning.

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Reading and Writing in a Kindergarten Classroom

by Bobbi Fisher

- Mandy is a reader. She holds a book with ease in her lap and tells the story in her own way, including much of the language of the text that she has memorized from hearing it many times. She looks at the pictures and sometimes at me as she reads. Her story is fluent and her voice expressive.
- Sam is another reader. He has also chosen a favorite book, with a simple, familiar text. He reads slowly, word by word, and his voice often lacks expression. He is focusing on the words in the text.
- Allie is a reader, too. Her reading is supported by the meaning of the story, the flow of the language, the pictures, and what she knows about phonics.
- Taisha is a writer. She has just written a grocery list in the housekeeping area. The paper has four lines of scribble-like writing.
- Joey is a writer, too. He has drawn a picture of his house and primarily written random letters from his name all over the pages. He has labeled house, H. He reads me his story.
- Stefanie is a writer. She uses many conventions of writing. For example, she leaves spaces between words, spells some words conventionally, applies temporary (invented) spelling in others, uses vowels in every word, and starts two of the three sentences with upper case letters (Fisher, 1991).

I have begun this digest with examples of the readers and writers in my kindergarten, because whenever I talk about literacy learning I have to begin with the children and what they can do. When I "kid watch" (Yetta Goodman, 1985) and observe what the children do as they read and write, I notice many predictable behaviors that emergent and beginning readers demonstrate. But I also notice that every child is making sense out of print in his or her unique way. My job as a teacher is to help each of them continue to develop as a reader and writer.

Bobbi Fisher teaches kindergarten at Haynes School in Sudbury, Massachusetts.

Therefore, my definition of reading and writing includes the wide and unique range of reading and writing behaviors demonstrated by each child in my classroom. For example, reading might be reading environmental print, looking at the pictures in a book and telling a story, pointing carefully to the print, or beginning to read independently. Writing might be a drawing, scribbling, writing random letters, inventing spelling or beginning to write conventionally. In our classroom, when we refer to reading, the children and I know that we mean using books to create meaning. When we refer to writing, we know that we mean picture drawing and letters and letter-like marks.

The Environment

Our classroom is a print-rich environment. Reading and writing materials are easily accessible for the children to select and use throughout the room.

- Reading. Big books and charts with poems, songs and chants in enlarged text are displayed. Fiction and nonfiction trade books, predictable books, dictionaries, and magazines are available on library display shelves, regular shelves, plastic bins and crates, and on tables throughout the room. A listening table is available, equipped with a tape recorder, earphones, story tapes and multiple copies of the accompanying text.
- Writing. The writing area contains a variety of paper, pencils, markers, crayons, rulers, a stapler, and a date stamp and pad. The alphabet in upper and lower case letters is hung at eye level, and cards with the alphabet and an accompanying picture representing the initial sound of the letter are accessible for the children to use wherever they are writing in the room. A plastic file crate is available in which the children file their daily drawings and writing so we have a record of their growth throughout the year.

Conditions of Learning

"To foster emergent reading and writing in particular, whole language teachers attempt to replicate the strategies parents use successfully to stimulate the acquisition of language and the 'natural' acquisition of literacy" (Weaver, 1990 p. 23). Brian Cambourne lists these conditions of

learning as Immersion, Demonstration, Engagement, Expectation, Responsibility, Use, Approximation, and Response (Cambourne, 1988). In my classroom I try to create these same conditions to support children's growth and development in reading and writing. I use Don Holdaway's (1979) natural learning classroom model (Demonstration, Participation, Practice/Role Play, and Performance) for organizing the day and planning for groups and individual children.

- Demonstration and Participation. During group time, which I call shared reading, I give many demonstrations of reading and writing, and the children participate in these literacy experiences by reading along, commenting on concepts of print, and discussing the story. We read many different texts, such as predictable big books which support emergent and beginning readers, as well as poems, songs and chants, and fiction and nonfiction trade books. I model, and the children participate by using a variety of strategies that successful readers use, such as reading the sentence again, and using the beginning letter of a word to predict and confirm what it is. We discuss skills in context so the children will be able to use them as needed to create meaning as they read for a variety of purposes. I write in front of the children and they join in and participate, giving suggestions for content and helping spell the words.

All of these demonstrations are whole, meaningful, and authentic (Goodman, 1986). They take place in a noncompetitive atmosphere as each child participates at his or her developmental level. Each child is a member of the literacy club (Smith, 1988).

- Practice/Role Play. Choice time follows shared reading. The children have opportunities to practice what they have observed and engaged in during the group time. I ask the children to read every day, but I give them lots of choices of what to read. They can read big books, small books, trade books, magazines, or charts or listen to a story tape. They can read alone, with a friend, or to a grownup.

I also ask the children to write every day. Usually they can choose their own topic. For example, they can write a book, write with a friend, or write in conjunction with an art project, block building, or the developmental play environment which we have set up in the room. The general writing parameters are flexible: draw a picture, write something (this varies from scribbles to labeling to conventional writing, depending on each child's development), date the piece with a date stamp, and write their name.

During choice time I watch the children and assess what they know so I can help them develop as readers and writers. I listen to them read, or conference with them about their writing. As I get to know them, I am able to encourage learning by taking that teachable moment to support growth.

- Performance. To complete the model, children need opportunities to share what they know. In our classroom sharing takes many forms. Children share their reading by reading to each other or to me and by taking a book home to read to their parents. They share their writing with their peers as they work at the writing table, make a sign for the blocks, or put their piece in the sharing basket for group sharing time. They share with me by coming to show me what they have done, and they share with their parents by taking their work home.

Classroom Goals

My goal for the children in my kindergarten is for them to become independent readers and writers (learners) for a variety of purposes. I want to help each one become a self-motivated, self-directed, self-regulated learner within a community of learners.

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This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062001. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or

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Parent Involvement in Elementary Language Arts: A Program Model

by Marge Simic

"Parent involvement" is fast becoming a hot topic. Teaching periodicals, parent magazines, newspapers, and even television talk shows and special broadcasts are emphasizing the impact parents make in educating their children. Topics include hints on effective communication at conference time, tips for establishing study skills and habits at home, and information on how to use parents effectively as volunteers in the classroom (Vukelich, 1984).

A potential limitation with the teacher-parents involvement suggestions described in some articles is that even though they may be worthwhile, they often lack an overall organization that allows teachers to plan and develop principled programs for parents (Becher, 1986; Becher, 1984; Vukelich, 1984). Many well-meaning, dedicated teachers approach parent involvement as an "afterthought" that may lack purposeful implementation. Parent involvement, in this sense, is not seen as part of the curriculum. A general format may help to eliminate wasted effort and guide the development of an organized approach to parent involvement—a parent involvement program that is integrated into the language arts curriculum.

Dimensions of Involvement

Petit (1980) attempts to organize the various dimensions of parent involvement. Petit specifies three levels or degrees of increasing parent involvement: (1) monitoring, (2) informing, and (3) participation.

At Petit's *monitoring level*, schools make parents aware of the school situation. Potter (1989) suggests that this is done through informal conversations (e.g., open houses, school programs), announcements regarding the school's activities, and questionnaires. This type of contact helps to establish parental feelings of assurance, confidence, and acceptance. Parents feel more comfortable sharing with the teacher their child's positive, as well as negative, attitudes about school that the child may be experiencing at home. Many schools are effective and active at this level of parent involvement with weekly bulletins, annual open houses in the fall, and public invitations to special school programs and activities.

Petit's second level is described as *informing*. This means keeping parents informed about the policies, procedures, aims, and expectations that exist in the school, but particularly in the classroom. The contact is more formal and direct. Communication at this level is more specifically between the classroom teacher and the parent rather than between the school and the parents. This is done through (1) parent-teacher conferences, (2) home visits, (3) class newsletters, (4) bulletin boards, (5) reporting, (6) phone calls, and (7) take-home packets.

In addition to teachers informing parents, parents need to inform the teacher about anything going on at home that may help the teacher to understand the child's behavior and performance at school. Parents should communicate with the teacher on how the child's reading and language activities are progressing at home and give feedback regarding the supportive activities done at home.

Participation is Petit's final level. At this level parents become actively involved in the classroom with teachers. Teachers solicit the assistance of parents in helping the school and/or classroom with instructional support. Parents might act as aides or volunteers in classrooms, helping with bulletin boards, checking assignments, or making games and activities. Parents might volunteer to work in the library, do typing, or work with school equipment such as laminating and duplicating. Parents who have had experiences that match a special theme or topic being explored by the class could be asked to make special presentations. They may be asked to participate in classroom instruction or act as classroom reading tutors or writing editors who work with one or two children who are experiencing difficulty. Parents who cannot actively participate in the classroom are encouraged to provide supportive instruction at home using reading and writing strategies and methods similar to those being used in the classroom.

It is necessary that parents be aware of effective instructional techniques when working with children in the classroom and at home. Parent knowledge and skills can be extended through parent observation and/or instruction. It is

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at this participation level that parents become involved in workshops or reading courses. Teachers, specialists, or other professionals explain to parents about the school's language arts program. Parents are then given instruction on how to help students in the classroom and at home.

A Program Model

One such program encourages parent participation in the classroom for those parents who are able to volunteer their time, but also emphasizes participation at home. In this program, an elementary school teacher was implementing a literature-based program in the language arts curriculum. The teacher informed the parents through letters that the students would be integrating reading and writing in the language arts block and that they would be involved in a variety of literature experiences. Parents were given detailed explanations of various strategies in the letters. The teacher asked for their support and involvement at home in helping their child accomplish assignments through these new experiences. Parents and students were encouraged to share reading at home, as well as to share ideas and thoughts about the books. Suggestions or strategies for sharing books were explained and sent home for parent reference.

As the students became acquainted with this literature-based program, enthusiasm for reading was apparent in many of the students. A letter was sent home recounting some of the students' positive experiences and asking for parent volunteers—those who felt comfortable with the discussions and strategies for sharing reading. Some parents came into the classroom to help with small group discussions, book projects, etc.

Later on, the writing process was briefly explained in a parent letter, and activities the students were engaged in and editing marks and skills were defined, so that parents could assist their child at home. In this same letter, parents were asked to come into the classroom to help small groups of students with the authoring cycle, edit final drafts, type student stories, and assist with bookmaking. When parents did volunteer, it was very common to see the students explaining and informing the parents what it was they were doing in literature circles. It was not uncommon to see parents in authoring circles listening to student stories, offering suggestions, and helping students with first drafts.

Parents were given opportunities to help in book selection for new literature groups. The teacher sent home book club orders and suggestions and recommendations for book selection. The letter encouraged parents and children to discuss the recommended books on the list and then make their selection together. Literature groups were then determined from the book selections made by parents and children.

The teacher provided additional opportunities for parent input through a variety of correspondence. Periodically, parent letters were sent home telling of the progress students were making with literature and author circles. An invitation to observe these activities in the classroom was extended. Contracts were sent home to be signed by parents, students, and teachers regarding classroom rules, homework policies, responsibility for using classroom literature sets, and support for achieving success in this program. A list of necessary reading and writing supplies was sent home, and parents were asked to donate some of the items, such as white-out ink, contact paper, markers, old greeting cards, index cards, wallpaper books, cereal boxes, cushions, bean bag chairs, and so forth.

Careful Planning Is Essential

Initiating an effective and well organized plan for parent involvement takes plenty of work—work to achieve it, work and commitment to maintain it. It is realistic to think that as one moves through the levels of involvement that Petit describes, the audience of parents narrows. It is easy to have all parents and all teachers included at the beginning levels. However, as movement makes its way up the levels, the focus narrows. Fewer parents and teachers are able and willing to enter into the "participation" level of involvement with classrooms and homes. Teachers cannot let this be discouraging. Instead, they must continually remind themselves that the obligation to reach a wider audience of parents still remains.

When parent involvement reaches the level in which parents are actually involved at school and/or at home, teachers must recognize that it was attained through effective communication in the beginning or at previous levels. This effective communication involves positive actions by teachers, parents, and administrators who are willing to cooperate and act in concert with one another. The Office of Educational Research and Improvement (1986) argues that teachers who succeed in involving parents in their children's schoolwork are successful "because they (teachers) work at it. "Working at it" calls for a commitment from principals, teachers, and parents which ultimately benefits the child.

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This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062001. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement.

Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ORGANIZING THE CLASSROOM FOR AN EXPANSIVE READING CURRICULUM

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

BEST COPY AVAILABLE

Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: ED225194
AU: Biggers,-Thompson
TI: Design and Implementation of a Student Congress in the Secondary Classroom.
PY: 1982
NT: 16 p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Secondary-Education; Speech-Communication; Speech-Skills; Teaching-Methods
DE: *Integrated-Activities; *Parliamentary-Procedures; *Persuasive-Discourse; *Speech-Instruction; *Student-Role; *Teacher-Role
AB: Student congress is a speech activity in which students act as a legislative assembly, write and debate bills, and learn parliamentary procedure. It allows the teacher to make points about advocacy, ethics in persuasion, contemporary issues, and the workings of a democracy at the same time that students develop a feeling of control and mastery, practice lessons from social studies classes, develop leadership skills, and become better advocates of their ideas. During the activity, each student should (1) write a bill or resolution, (2) prepare and deliver an authorship speech, (3) act as presiding officer, (4) act as sergeant at arms, (5) act as clerk for one class session, and (6) deliver a minimum of 15 debate speeches on bills. Students can begin to write bills on their own while the teacher continues to teach them how to conduct the student congress on a daily basis, including such items as call to order, attendance, call for old business, call for new business, and the close of the session. At the same time, the teacher should interweave instruction on various motions that need to be made during the sessions. When students have learned to conduct the congress, they then elect a presiding officer for the next session. Meanwhile, the teacher acts as the parliamentarian; grading speeches, keeping records, and judging conduct. (Appendixes contain standards of conduct, information on bills and resolutions, a table of motions, a sample ballot, and a sample critique sheet.) (JL)

AN: ED278941
AU: Braun,-Carl
TI: Facilitating Connecting Links between Reading and Writing.
PY: [1986]
NT: 27 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Case-Studies; Elementary-Education; Language-Arts; Reading-Instruction; Writing-Instruction
DE: *Class-Activities; *Classroom-Environment; *Integrated-Activities; *Reading-Writing-Relationship; *Teacher-Student-Relationship; *Teaching-Methods

AB: The relationship between reading and writing, a subset of curriculum integration, involves an expanding knowledge of how connections across the language arts work and how they can be applied in everyday learning. Various theories have been postulated to explain the reading/writing connection. To enable children to make these connections, teachers should create a classroom environment that invites risk-taking for both child and teacher, emphasizes the learning process, involves demonstrations of learning by the teacher, and represents a literate environment. The following classroom strategies can be employed to help students make reading/writing connections: (1) teacher student conferences, which allow teachers to gain insight into their students' interests and needs, while sharing insights about the learning process and stimulating further engagement; (2) group talk, such as a listening response or a discussion of a text; (3) group cloze procedures, which emphasize the nature of text, particularly the sensible fit of words; and (4) semantic mapping, which represents visually the link between spoken and written texts. (A case study, in which a fourth grade teacher reads the sound poem "Weather" to her students, is included to illustrate how a teacher can help students make connections between various listening, reading, and writing experiences.) (JD)

AN: EJ335640
AU: Cohen,-Jiska
TI: Theoretical Considerations of Peer Tutoring.
PY: 1986
JN: Psychology-in-the-Schools; v23 n2 p175-86 Apr 1986
AV: UMI
DE: Group-Dynamics; Objectives-; Social-Structure
DE: *Definitions-; *Peer-Teaching; *Program-Evaluation; *Theories-; *Tutorial-Programs
AB: Addresses the need for a theoretical analysis of the peer tutoring process by discussing: definitions of the process, the psychological and educational processes in peer tutoring as a learning and teaching experience, and the conceptualization of peer tutoring as a cooperative social system and a group reward structure. (Author/ABB)

AN: EJ334126
TI: Develop Your Own Program.
PY: 1986
JN: Communication:-Journalism-Education-Today-(C:JET); v19 n4 p10 Sum 1986
AV: UMI
NT: Thematic Issue: Journalism as Literature: Literature as Journalism.
DE: Literary-Criticism; Literature-; Secondary-Education
DE: *English-Curriculum; *Integrated-Activities;

*Journalism-Education; *Literature-Appreciation;
*Program-Development; *Teacher-Role
AB: Lists five steps in developing a literature program for a journalism class, including knowing what you want to find in literature and sharing results of the program with other teachers. (DF)

AN: ED302689
TI: Direct Students in Instructing Other Students. Second Edition. Module C-4 of Category C--Instructional Execution. Professional Teacher Education Module Series.
CS: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PY: 1988
AV: American Assocation for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
NT: 28 p.; For other modules in this series, see ED 296 135-141 and CE 051 621-623.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Learning-Modules; Postsecondary-Education; Secondary-Education; Teaching-Methods
DE: *Classroom-Techniques; *Competency-Based-Teacher-Education; *Peer-Teaching; *Tutoring-; *Vocational-Education-Teachers
AB: This guide was developed to help preservice or inservice vocational teachers develop their skills in training students to tutor other students and to make presentations in the classroom. These experiences will also help teach students to teach themselves. This module is one in a series of learning packages focusing upon professional competencies needed by vocational teachers. Each module provides learning experiences that integrate theory and application, and each culminates with criterion-referenced assessment of the teacher's performance of the specific competency. The information presented in this module is organized in three learning experiences. The first learning experience focuses on students and teachers discussing the tutoring experience with their peers; the second on observing a teacher directing students in instructing other students; and the third on an actual teaching situation in which students/teachers can direct students in instructing other students. Each learning experience consists of an overview, enabling objective, learning activities, and a self-check with model answers. (KC)

AN: EJ334465
AU: Dubin,-Fraida
TI: The Use of Simulation in Courses for Language Teachers.
PY: 1985
JN: System; v13 n3 p231-36 1985
AV: UMI
DE: Class-Activities; Cultural-Awareness;

Languages-for-Special-Purposes; Second-Language-Instruction; Teacher-Education; Teaching-Methods
DE: *Classroom-Techniques; *Cross-Cultural-Training; *Language-Teachers; *Peer-Teaching; *Role-Playing
AB: Discusses three objectives of simulations in training language teachers: (1) embodying issues directly related to professional concerns, (2) fostering cross-cultural sensitivity, and (3) presenting the subject content of special purpose courses. Illustrates adapted vs. original material and open-ended, sketched, and fully developed formats. (SED)

AN: EJ367962
AU: Enright,-D.-Scott; Gomez,-Barbara
TI: Pro-Act: Six Strategies for Organizing Peer Interaction in Elementary Classrooms.
PY: 1985
JN: NABE:-The-Journal-for-the-National-Association-for-Bilingual Education; v9 n3 p5-24 Spr 1985
DE: Classroom-Environment; Classroom-Techniques; Self-Esteem; Teacher-Attitudes; Teacher-Student-Relationship; Verbal-Communication
DE: *Classroom-Communication; *English-Second-Language; *Instructional-Effectiveness; *Language-Enrichment; *Peer-Teaching; *Teacher-Role
AB: Outlines six major strategies for facilitating peer interaction in English used by two teachers who were observed and videotaped in a study of a summer English Enrichment program. Describes and illustrates the teachers' instructional planning, room arrangements, organization of learning activities, helping children to feel admirable, consistency, and talk. (JHZ)

AN: ED253873
TI: Gates to Learning: Communication Arts, School Year Handbook (1983-84), Grade 7. Revised Edition.
CS: New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PY: 1983
NT: 268 p.; For related documents, see CS 208 773-778.
PR: EDRS Price - MF01/PC11 Plus Postage.
DE: Content-Area-Reading; Curriculum-Development; Grade-7; Individualized-Instruction; Junior-High-Schools; Language-Arts; Learning-Activities; Parent-Role; Teacher-Role; Test-Wiseness
DE: *Classroom-Environment; *Communication-Skills; *Evaluation-Methods; *Integrated-Activities; *Reading-Instruction; *Writing-Instruction
AB: Intended as a teacher reference tool, this handbook is designed to support and enhance a variety of seventh grade communication arts-reading programs. The first part of the handbook contains sections that define and describe each of the components required in preparing a comprehensive communication

arts reading program. Specific sections provide the following: (1) a general outline for a communication arts-reading class, (2) a newspaper lesson, (3) strategies for assessing personalized/individualized instruction, (4) ways to use sustained silent reading and oral reading, (5) ways to incorporate reading into the content areas, (6) suggestions for meshing test-taking skills with instruction, and (7) discussions of the classroom environment, parents as partners, homework, recordkeeping, and projects. The second section of the handbook contains lesson plans and thematic units that employ a number of approaches to the communication arts. Appendixes provide additional activities and copies of assessment instruments. (FL)

AN: EJ378285
AU: Greenwood,-Charles-R.; And-Others
TI: The Use of Peer Tutoring Strategies in Classroom Management and Educational Instruction.
PY: 1988
JN: School-Psychology-Review; v17 n2 p258-75 1988
AV: UMI
DE: Elementary-Secondary-Education; Literature-Reviews; Student-Behavior
DE: *Classroom-Techniques; *Discipline-; *Peer-Teaching; *Teaching-Methods; *Tutoring-
AB: Peer tutoring strategies are discussed as an effective class of peer-mediated procedures for both classroom behavior management and direct instruction. Pertinent literature, alternative classroom procedures, and recent procedural advances are reviewed. (Author/TJH)

AN: EJ370345
AU: Haertig,-Martha-F.
TI: Students as Teachers.
PY: 1988
JN: Gifted-Child-Today-(GCT); v11 n2 p33-35 Mar-Apr 1988
AV: UMI
DE: Secondary-Education; Student-Participation; Teaching-Models
DE: *Gifted-; *Instructional-Effectiveness; *Peer-Teaching; *Student-Development; *Student-Research; *Teaching-Skills
AB: In teaching others about their enrichment research projects, gifted students develop instructional skills useful in many contexts. The model MAT (Making All-of-us Teachers) Program uses a five-part process: (1) thinking about teaching; (2) choosing a lesson topic; (3) planning the lesson; (4) delivering the lesson; and (5) review and evaluation. (VW)

AN: EJ313526
AU: Harris,-Patricia-M.; And-Others
TI: Oral Communication (A White Paper Approved by the Virginia

College Reading Educators).
PY: 1984
JN: Journal-of-the-Virginia-College-Reading-Educators; v5 n1 p31-36 Fall 1984
NT: Virginia College Reading Educators, School of Education, Virginia Commonwealth University, 901 W. Franklin St., Richmond, VA 23284.
DE: Elementary-Secondary-Education; Position-Papers; Professional-Associations; Reading-Instruction
DE: *Curriculum-Development; *Integrated-Activities; *Skill-Development; *Speech-Communication; *Speech-Skills; *Teacher-Role
AB: Offers suggestions for building oral communication programs. (FL)

AN: ED272506
AU: Hatch,-Douglas-D.
TI: A Contingency Model for Implementing a Classroom Management System.
PY: 1986
NT: 17 p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Discipline-; Elementary-Secondary-Education
DE: *Classroom-Techniques; *Peer-Teaching; *Staff-Development; *Supervisory-Methods; *Teacher-Effectiveness; *Vocational-Maturity
AB: An outline is presented of a contingency plan for developing sound classroom management practices. The plan revolves around a conceptual model of the different maturity levels of each individual staff member in relation to their classroom management skills. In the model, a group of peer observers monitors the progress of those staff members whose classroom management skills have been diagnosed as falling in the lowest maturity levels. The most able classroom managers become observers and/or workshop facilitators in the program. Training involves observing mature, more capable teachers, attending workshops and seminars, and/or viewing video tapes of successful classroom managers. Once the training cycle is complete, the staff member is observed by a coaching team in the classroom. The second training cycle is also followed by a subsequent series of classroom observations and coaching. The principal's role is to initiate the pre-condition stage of the model (classifying staff maturity levels and selecting specific management techniques to be taught), and to train high maturity level teachers as instructors and observers. (JD)

AN: EJ343579
AU: Hubbard,-Ruth

TI: Structure Encourages Independence in Reading and Writing.
PY: 1986
JN: Reading-Teacher; v40 n2 p180-85 Nov 1986
AV: UMI
DE: Childhood-Attitudes; Educational-Research; Educational-Theories; Learning-Processes; Primary-Education; Problem-Solving; Theory-Practice-Relationship
DE: *Classroom-Environment; *Integrated-Activities; *Reading-Instruction; *Reading-Writing-Relationship; *Teacher-Role; *Writing-Instruction
AB: Traces the problems teachers solve as they learn to teach writing and reading from the same philosophical perspective. Finds that as the emphasis in their classrooms shifted more to the process, the teachers changed their roles. (FL)

AN: ED284243
AU: Huse-Inman,-Kathy
TI: Reflections.
CS: South Dakota State Div. of Elementary and Secondary Education, Pierre.
PY: 1980
NT: 35 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Class-Activities; Curriculum-Development; Descriptive-Writing; Secondary-Education; Writing-Difficulties
DE: *Content-Area-Writing; *Creative-Writing; *Integrated-Activities; *Teacher-Role; *Writing-Instruction
AB: Aimed at teachers interested in implementing student journals in their classrooms, this guide offers subjects students can write about and ideas for how to use journal writing as a classroom activity, and justifies writing across curriculum lines. The first section of the guide, entitled Mirrors, suggests that students can benefit from writing in an unstructured way, either privately or for the teacher to read, and offers guidelines for reading and grading the journals and for handling students who dislike writing in them. The second section, Images, offers subjects for students to write about, such as interesting words, quotations, wishes, speculations, family activities, and values. The guide encourages teachers to have students sign a contract to write in the journal, and a copy of the contract is included in this section. The third section, Illusions, justifies writing across curriculum boundaries, and offers suggestions for how journals can be used in various types of classrooms. The guide encourages teachers to have students write at the beginning or end of classes in order to focus and gather their thoughts, or during discussions when ideas become unfocused. It notes that science classes can use journals as logs of events in an experiment, and mathematics classes can use them to solve difficult equations when students are confused. A conclusion suggests that teachers encourage even those students who are not natural writers to keep a journal. A bibliography is included.

(JC)

AN: ED288860
TI: Inservice for Instructional Excellence: A Model in Progress.
PY: 1987
NT: 48 p.; Materials presented at the Annual Conference of the National Staff Development Council (Seattle, WA, November 30-December 4, 1987). Printed on colored paper.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Secondary-Education; Program-Effectiveness; School-Cadres
DE: *Inservice-Teacher-Education; *Peer-Teaching; *Program-Design; *Program-Development; *Program-Evaluation
AB: This model for an inservice program designed to provide training in peer coaching for teachers contains information sheets on the following: (1) elements of an effective program; (2) program purpose; (3) program components; (4) program content; (5) program assessment; (6) what teachers say about peer coaching; (7) why coach; (8) preconditions for coaching; (9) peer observation process and objectives; (10) preconference forms and questions; (11) postconference forms and questions; (12) peer coaching team's evaluation form; (13) local district guidelines for peer coaching; and (14) local district assessment of peer coaching. (JD)

AN: EJ287952
AU: Kail,-Harvey
TI: Collaborative Learning in Context: The Problem with Peer Tutoring.
PY: 1983
JN: College-English; v45 n6 p594-99 Oct 1983
AV: UMI
DE: Educational-Change; Higher-Education; Peer-Evaluation; Teaching-Methods; Tutoring-
DE: *Learning-Processes; *Peer-Teaching; *Student-Teacher-Relationship; *Teacher-Role; *Writing-Evaluation; *Writing-Instruction
AB: Describes the effects that institutionalization of peer tutoring is having on the teaching-learning relationship. (MM)

AN: EJ293114
AU: Lehr,-Fran
TI: ERIC/RCS: Peer Teaching.
PY: 1984
JN: Reading-Teacher; v37 n7 p636-39 Mar 1984
AV: UMI
DE: Cross-Age-Teaching; Elementary-Education; Tutoring-
DE: *Peer-Teaching; *Program-Development; *Program-Evaluation;

*Program-Implementation; *Reading-Instruction; *Tutorial-Programs
AB: Reviews ERIC materials dealing with effective tutoring programs. (FL)

AN: ED250714
TI: Literature--News That Stays News: Fresh Approaches to the Classics. Classroom Practices in Teaching English, 1984.
CS: National Council of Teachers of English, Urbana, Ill.
PY: 1985
AV: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 30127, $6.65 member, $8.50 nonmember).
NT: 121 p.; Prepared by the NCTE Committee on Classroom Practices in Teaching English.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Drama-; Higher-Education; Instructional-Improvement; Novels-; Poetry-; Reading-Interests; Secondary-Education; Writing-Instruction
DE: *Classroom-Techniques; *English-Instruction; *Integrated-Activities; *Literature-Appreciation; *Teaching-Methods
AB: New approaches to the teaching of the classics are explored in this collection of articles written by high school, junior college, college, and university literature instructors. The seven articles in the first section of the book discuss linking the classics. Specific topics covered in the articles include using the works of William Golding as a key to the works of Joseph Conrad, the role of the misfit in literature, and the relationships between a classic novel and a related painting. The four articles in the second section inquire into the connection between literature and writing. Topics covered in this section include writing allegories as a way to approach the classics; using writing to facilitate the teaching of "Beowulf"; and reading, writing, and the Victorian novel. The third, fourth, and fifth sections offer teaching units for specific titles at three levels: kindergarten through grade eight, high school, and university. Titles discussed include "The Scarlet Letter," "The Odyssey," "Pride and Prejudice," "To Kill a Mockingbird," "Ozymandias," and "A Midsummer Night's Dream." (RBW)

AN: ED297262
AU: Madden,-Nancy-A.; And-Others
TI: A Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement. Report No. 2.
CS: Center for Research on Elementary and Middle Schools, Baltimore, MD.
PY: 1986
NT: 31 p.
PR: EDRS Price - MF01/PC02 Plus Postage.

DE: Class-Activities; Elementary-Education; Program-Evaluation; Reading-Writing-Relationship
DE: *Classroom-Techniques; *Integrated-Activities; *Language-Arts; *Reading-Instruction; *Teaching-Methods; *Writing-Instruction
AB: To determine whether a comprehensive, cooperative learning approach can be used effectively in elementary reading and writing instruction, a study evaluated the Cooperative Integrated Reading and Composition (CIRC) program. Experimental subjects, 11 third- and fourth-grade CIRC classes, worked in heterogeneous learning teams for all reading, language arts, and writing activities over a 12-week period. The control group consisted of 10 regular third- and fourth-grade classes. Overall, results supported the effectiveness of the CIRC program on all target objectives except language mechanics and writing ideas. Findings ascribed the effects on (1) spelling to the partner spelling practice; (2) writing organization and language expression to the integrated language arts/writing component; and (3) reading vocabulary and reading comprehension to basal-related activities such as the teaching of story grammars, partner reading, and mastery-oriented story comprehension practice. Thus, analyses showed that student achievement in reading and writing can be increased if state-of-the-art principles of classroom organization, motivation, and instruction are used in the context of a cooperative learning program. Results also indicated that standardized measures of skills such as reading comprehension and reading vocabulary can be affected by treatments that simultaneously address student motivation, classroom management, curriculum, and metacognitive activities. (JD)

AN: EJ377622
AU: Maheady,-Larry; And-Others
TI: Classwide Peer Tutoring with Mildly Handicapped High School Students.
PY: 1988
JN: Exceptional-Children; v55 n1 p52-59 Sep 1988
AV: UMI
DE: Academic-Achievement; Grade-10; High-Schools; Individual-Instruction; Mainstreaming-; Social-Studies; Teaching-Methods; Tutorial-Programs
DE: *Behavior-Disorders; *Instructional-Effectiveness; *Learning-Disabilities; *Mild-Disabilities; *Peer-Teaching; *Tutoring-
AB: Fourteen mildly handicapped (learning-disabled or behavior-disordered) and 36 nondisabled students in grade 10 social studies classrooms participated in a classwide peer tutoring program. Performance on weekly tests was significantly improved; 60 percent of all students earned "A" grades, and failing grades were virtually eliminated. (Author/JDD)

AN: EJ362370
AU: Maheady,-Larry; Harper,-Gregory-F.
TI: A Class-Wide Peer Tutoring Program to Improve the Spelling Test Performance of Low-Income, Third- and Fourth-Grade Students.
PY: 1987
JN: Education-and-Treatment-of-Children; v10 n2 p120-33 May 1987
DE: Academic-Achievement; Elementary-Education; Low-Income; Tutoring-
DE: *Disabilities-; *Disadvantaged-; *Instructional-Effectiveness; *Peer-Teaching; *Spelling-Instruction
AB: The study examined effects of a class-wide peer tutoring program on the weekly spelling test performance of 70 regular third- and fourth-graders, most of whom were also receiving compensatory and/or special education services. Results indicated that students' scores increased by an average of 12 points. (DB)

AN: EJ296716
AU: Mallon,-Barbara; Berglund,-Roberta
TI: The Language Experience Approach to Reading: Recurring Questions and Their Answers.
PY: 1984
JN: Reading-Teacher; v37 n9 p867-71 May 1984
AV: UMI
DE: Primary-Education; Reading-Attitudes; Student-Motivation; Teaching-Methods
DE: *Language-Experience-Approach; *Reading-Instruction; *Teacher-Role
AB: Outlines a five-day sequence for implementing the language experience approach (LEA) and addresses questions commonly asked by primary grade teachers after they have tried to use LEA to teach reading. (FL)

AN: EJ343578
AU: Mavrogenes,-Nancy-A.
TI: What Every Reading Teacher Should Know about Emergent Literacy.
PY: 1986
JN: Reading-Teacher; v40 n2 p174-78 Nov 1986
AV: UMI
DE: Creative-Writing; Educational-Theories; Learning-Processes; Literacy-; Primary-Education; Teacher-Role; Writing-Research
DE: *Integrated-Activities; *Language-Acquisition; *Reading-Instruction; *Reading-Writing-Relationship; *Theory-Practice-Relationship; *Writing-Instruction
AB: Reviews recent research showing that creative composition should begin in kindergarten. Presents practical ways teachers can help young children learn to write and thus to read. (FL)

AN: EJ381039
AU: Mills,-Randy
TI: Having Students Keep "A Frontier Journal."
PY: 1988
JN: OAH-Magazine-of-History; v3 n2 p35 Spr 1988
DE: Educational-Research; Educational-Strategies; History-Instruction; Role-Playing; Secondary-Education; Small-Group-Instruction; Social-Studies
DE: *Classroom-Techniques; *Integrated-Activities; *Teaching-Methods; *United-States-History; *Writing-Exercises
AB: Suggests using journal writing from the perspective of frontier settlers to teach history. Describes possible techniques for using this method and provides examples of sample journal entries. Links this methodology with research in the social studies. (KO)

AN: ED242208
AU: Morgan,-John; Rinvolucri,-Mario
TI: Once Upon a Time. Using Stories in the Language Classroom.
PY: 1983
AV: Cambridge University Press, 32 E. 57th St., New York, NY 10022.
NT: 120 p.
PR: Document Not Available from EDRS.
DE: Class-Activities; Discussion-Teaching-Technique; Grammar-; Group-Dynamics; Pictorial-Stimuli; Student-Teacher-Relationship
DE: *Classroom-Techniques; *Listening-Comprehension; *Oral-Language; *Second-Language-Instruction; *Story-Telling; *Student-Developed-Materials
AB: Within the framework of storytelling (rather than story reading or listening) as a classroom technique for foreign language instruction, a wide range of classroom activities and over 70 story outlines are proposed. The activities range from introspective to highly interactive, from beginner to advanced, and many are offered as alternatives to traditional language-teaching exercises. Two introductory sections discuss the technique, its objectives and advantages, the process of choosing and preparing stories for telling, storytelling styles, and caveats. Nine sections follow, each containing a variety of story skeletons and suggestions for preparation and class activities. Each of these sections has an instructional theme: (1) following up a story with alternatives to traditional comprehension questions and paraphrase exercises; (2) story retelling by students; (3) grammar; (4) transition from listening to oral production; (5) student oral production; (6) student story creation from his own past or imagination; (7) picture stories; and (8) a pool of supplementary story outlines. (MSE)

AN: ED279617

AU: Munro,-Petra; Elliott,-Jack
TI: Instructional Growth through Peer Teaching.
PY: 1987
NT: 17 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Secondary-Education; Learning-Strategies; Staff-Development; Teacher-Effectiveness
DE: *Instructional-Improvement; *Peer-Teaching; *Program-Development; *Program-Evaluation; *Teamwork-
AB: The peer coaching program described in this paper was designed to promote a teacher self-directed system which established sharing with colleagues through team planning and classroom observation and feedback. While the ultimate goal of the program was to improve instruction and, thereby, to increase student learning, the program also facilitated the exchange of teaching methods and materials, provided teachers with regular positive feedback on their classroom performance from their peers, helped teachers to focus on instructional goal achievement, and relieved the isolation of the classroom. In preparation for the program, 41 teachers (of a total of 133 staff members) attended workshops that provided guidance in teacher observation and feedback skills and discussions on effective teaching and on evaluation methods. Unique features of the program included teachers providing support for their colleagues and assuming responsibility for their professional growth, and the teachers chosing their own coach or coaches rather than having them assigned. A description is given of the peer coaching process and the development of the program. A year-end evaluation of the program is reported, based on interviews with four case studies of participants in the program, two questionnaires completed by the participants, and interviews with division chairpersons and the principal. (JD)

AN: ED299261
AU: Neubert,-Gloria-A.
TI: Improving Teaching through Coaching. Fastback 277.
CS: Phi Delta Kappa, Bloomington, Ind.
PY: 1988
AV: Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.90).
NT: 39 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Secondary-Education; Feedback-; Staff-Development; Teacher-Education
DE: *Peer-Teaching; *Program-Development; *Teacher-Improvement; *Teacher-Role; *Teaching-Skills
AB: This booklet discusses peer coaching as a form of staff development for assisting teachers to transfer new skills into their active teaching repertoire. This assistance can be provided by another teacher, administrator, specialist, or university professor. The first chapter examines some models of peer

coaching such as how the coaching is initiated, who serves as coach, and the coach's role in the classroom. The second chapter discusses several elements that research and practice indicate contribute to effective coaching. In the final chapter, suggestions are offered for initiating and implementing coaching at both the preservice and inservice levels. (JD)

AN: ED279000
AU: Reid,-Louann
TI: Collaborative Learning: Bridging the Gap between Speaking and Writing.
PY: 1986
NT: 17 p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Class-Activities; Classroom-Environment; Group-Discussion; Secondary-Education; Speech-Instruction; Student-Participation; Teaching-Methods; Writing-Instruction
DE: *Classroom-Techniques; *Group-Dynamics; *Integrated-Activities; *Small-Group-Instruction; *Student-Behavior
AB: Collaborative learning (the construction of knowledge through interaction of pairs or small groups of students) is an effective tool for helping students bridge the gap between speaking and writing. To accomplish this type of learning, students must practice talking and writing in a small group structure. Concrete teaching experience has shown that small groups can be extraordinarily successful, do not always work, and sometimes do not seem to work when they really do. However, the educational value of collaborative learning makes it worth teachers' efforts. When students are in small groups, they participate, risk exploring new ideas, learn from one another, expect success because a group is tackling the task, and learn important social skills. To make these groups work, a classroom climate must be created in which students are free to explore ideas within a structure based on the following guidelines: (1) keep the groups small (3 to 5 students), (2) know each group's task in advance, (3) designate a student in each group to record events, (4) physically separate groups as much as possible, (5) do not intervene unless it is necessary to keep the discussion moving, (6) join in if asked, and (7) plan ahead. With careful structuring, the need for control is greatly minimized. (An annotated bibliography and handouts describing speaking/writing activities are appended.) (JD)

AN: EJ272428
AU: Reimer,-Becky-L.
TI: Recipes for Language Experience Stories.
PY: 1983

JN: Reading-Teacher; v36 n4 p396-401 Jan 1983
AV: Reprint: UMI
DE: Beginning-Reading; Language-Acquisition; Primary-Education
DE: *Language-Experience-Approach; *Learning-Activities; *Reading-Instruction; *Reading-Skills; *Teacher-Role; *Writing-Skills
AB: Discusses the language experience approach (LEA) to teaching reading and offers suggestions for six types of LEA stories: student selected, class shared, shape, patterned, written dialogue, and directed language teaching. (FL)

AN: ED266249
AU: Rekkedal,-Torstein
TI: Introducing the Personal Tutor/Counsellor in the System of Distance Education. Project Report 2: Final Report.
CS: NKI-Skolen Undervisningssentrum, Oslo (Norway).
PY: 1985
AV: NKI, P.O. Box 10, N-1321 Stabekk, Norway (120 krone).
NT: 109 p.; Project: Early Withdrawal in Distance Educataion; Organized by the Norwegian Association for Distance Education. For an earlier report, see ED 235 774.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: College-Faculty; Delivery-Systems; Dropout-Research; Educational-Counseling; Foreign-Countries; Postsecondary-Education; Teacher-Student-Relationship
DE: *Adult-Education; *Distance-Education; *Dropout-Prevention; *Integrated-Activities; *Teacher-Role; *Tutorial-Programs
AB: A research project examined the effectiveness of using personal tutors/counselors in distance education programs as a means of reducing student attrition. In the experiment, one person integrated the roles of different tutors in different subjects as well as the role of the student advisor in the ordinary distance education system. The main difference between the treatment of the experimental and control groups was that the experimental students communicated with one personal tutor who integrated administrative, teaching, and counseling functions, which are normally carried out by three separate individuals in Norway's distance education system. Students in the experimental group participated in 3 to 11 courses each. Eight months after enrollment, the experimental group had a higher completion rate than the control group. However, although the completion rate was higher in the experimental group, the proportion of active students was still comparable with that of the control group. The control group contained a larger percentage of inactive students. (Appendixes to this report include the study questionnaire and study-related correspondence in Norwegian. A bibliography is also included.) (MN)

AN: ED292958
AU: Sharma,-Motilal

TI: Technologies To Improve In-Class Instruction. Resource Paper.
PY: 1988
NT: 47 p.; Paper presented at a seminar on "Uses of Technologies for Education and Training: An Economic Perspective" (Washington, DC, April 18-29, 1988).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Audiovisual-Aids; Developing-Nations; Educational-Radio; Foreign-Countries; Slides-; Tape-Recordings; Tutors-
DE: *Classroom-Techniques; *Educational-Media; *Educational-Technology; *Multimedia-Instruction; *Peer-Teaching; *Rural-Education
AB: It is especially important that teachers working in classrooms in rural areas of developing countries select instructional technologies that are appropriate, pedagogically sound, innovative, cost-effective, and manageable. When selecting the instructional media that will be used in a particular classroom situation, teachers should remember that the formal classroom is a social system in and of itself. Although media can never be a substitute for good two-way communication between teacher and student, it can enhance the teaching-learning process and is particularly valuable as a tool for reaching learners who are widely dispersed over vast geographical areas. Numerous research studies have evaluated the pros and cons of radio, tape-slide presentation, peer tutoring, and media and classroom ethos. Radiovision appears especially promising as an instructional medium in developing nations. Radiovision is an instructional system in which subject matter is presented through both audio and visual channels. It is a system in which students look at visuals that are presented on the screen through slide projectors, filmstrips, charts, models, and other media, and listen to explanations via a cassette player. Compared with television, radiovision is more economical, more favorable to student viewers, more easily manipulated (in the sense that material can be more easily played back), and capable of being produced by using a combination of classroom- and commercially-developed materials. (MN)

AN: EJ333329
AU: Tobias,-Sheila
TI: Peer Perspectives on the Teaching of Science.
PY: 1986
JN: Change; v18 n2 p36-41 Mar-Apr 1986
AV: UMI
DE: Feedback-; Higher-Education; Instructional-Innovation; Mathematics-Instruction; Nonmajors-; Physics-; Science-Teachers; Teacher-Evaluation
DE: *Classroom-Techniques; *College-Faculty; *Interdisciplinary-Approach; *Peer-Evaluation; *Peer-Teaching; *Science-Instruction
AB: A Chicago program that had nonscience faculty attend science classes as students, interrupting instruction with questions and

comments and recording their cognitive and emotional reactions to the instruction process, revealed that such an approach to providing feedback to teachers is feasible, productive, and enjoyable. (MSE)

AN: ED240590
AU: Turbill,-Jan
TI: Now, We Want to Write!
CS: Primary English Teaching Association, Rozelle (Australia).
PY: 1983
AV: Primary English Teaching Association Ltd, P.O. Box 167, Rozelle, New South Wales 2039, Australia ($6.00).
NT: 74 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Books-; Educational-Innovation; Elementary-Education; Individualized-Instruction; Peer-Evaluation; Student-Attitudes; Student-Teacher-Relationship; Writing-Skills
DE: *Conferences-; *Student-Developed-Materials; *Student-Motivation; *Writing-Evaluation; *Writing-Instruction; *Writing-Processes
AB: The seven chapters of this book describe the process conference approach to writing instruction. The first chapter presents four principles used in this approach: adequate daily practice time, student control over and responsibility for writing, emphasis on the writing process, and frequent brief conferences between teacher and students and among peers. The second and third chapters discuss frequent problems in implementing the program and effective classroom management strategies, while the fourth describes different types of conferences. The fifth chapter discusses the different parts of the writing process, suggests how to incorporate work with punctuation and spelling into the program, and evaluates publishing aims and methods. The sixth chapter considers the impact of the writing program on other areas of the curriculum, citing improved student reading skills, a greater integration of the language, and increased student responsibility for learning. The final chapter discusses various methods of evaluating the writing program and suggests ways of keeping parents informed. (MM)

AN: EJ322101
AU: Wagner,-Betty-Jane
TI: ERIC/RCS Report: Integrating the Language Arts.
PY: 1985
JN: Language-Arts; v62 n5 p557-60 Sep 1985
AV: UMI
DE: Elementary-Education; Listening-; Speech-Skills; Teaching-Methods
DE: *Classroom-Environment; *Integrated-Activities; *Integrated-Curriculum; *Language-Arts; *Reading-Instruction;

*Writing-Instruction
AB: Reviews materials from the ERIC system and other sources on providing natural learning situations in which reading, writing, speaking, and listening can be developed together for real purposes and real audiences in the self-contained elementary classroom. (HTH)

AN: EJ382275
AU: Wenger,-R.-Neill
TI: Curriculum of Connectivity: A Growth Environment for Special Learners.
PN: 1989
JN: Journal-of-Reading,-Writing,-and-Learning-Disabilities International; v4 n1 p27-34 1988-89
DE: Classroom-Techniques; Elementary-Secondary-Education; Experiential-Learning; Student-Experience
DE: *Classroom-Environment; *Language-Experience-Approach; *Language-Skills; *Learning-Disabilities; *Teaching-Methods
AB: Language activities based on connectivity, or social links between people and their experiences, can create a sense of history and belonging in a classroom community and can establish the foundation for educational curriculum. Levels of connectivity and their impact on educational curriculum are examined through a classroom example of connectivity. (Author/JDD)

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This Agreement shall be construed to be between merchants. Any questions concerning its validity, construction, or performance shall be governed by the laws of the State of Virginia.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit Account by depositing a minimum of $300.00. Once a Deposit Account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. PAPER COPY (PC)
A paper copy (PC) is a xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

13. FOREIGN POSTAGE
Postage for all countries other than the United States is based on the International Postage Rates in effect at the time the order is shipped. To determine postage, allow 160 microfiche or 75 (PC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

BEST COPY AVAILABLE